

Instructions – Reevaluation Summary Report

PURPOSE: To document the review of all special education records at the time of the student's reevaluation.

FORM USE: The *Reevaluation Summary Report* provides a format for documentation of information gathered at the time of reevaluation required for special education students. Sections I, II, III, and IV in the *Reevaluation Summary Report* include:

- review of previous health, sensory/medical, and assessment reports;
- review of the student's IEP goals/objectives and services developed since the last evaluation;
- review of the effectiveness and appropriateness of the student's special education and general education programs;
- review of the student's cumulative records (grades, group assessment performance, behavioral and attendance concerns), or other pertinent information; and
- review of other information such as current observational and/or other assessment data gathered during the reevaluation process for program planning.

There are two formats for completing Sections I through IV. The *Document* format can be downloaded and completed manually. The *Electronic Forms* format may also be saved and completed electronically by tabbing to each requested field. After completing the *Electronic Forms Reevaluation Summary Report*, the report can be printed, saved in the student's name, and is available for the writing of the next report.

Section V of the Reevaluation Summary Report is completed manually by the IEP team and is not available electronically.

SECTIONS I and II – Background, Medical/Sensory, and Records Review

Overview: Sections I and II provide a review of student demographics and procedural safeguards, and background information (medical/sensory, IEP and records review). This information may be obtained by either a special education services provider or by an assessment specialist.

INSTRUCTIONS: Demographic Information

3. Student Name (Last, First, Middle Initial)	4. Birthdate (month, day, year) ____/____/____	5. Sex <input type="checkbox"/> Male <input type="checkbox"/> Female
6. School System	7. School of Enrollment	8. Grade
9. Primary Language	10. Name of Parent/Guardian	
11. Primary Language at Home		

1. Student Name – Fill in the student's name in the order of last, first and middle initial (or name).
2. Birthday – Fill in the student's birthday (month, day, and year).
3. Sex – Check male or female.
4. School System – Fill in the name of the student's current school system.
5. School of Enrollment – Fill in the name of the school where the student currently attends.
6. Grade – Fill in the student's current grade placement.
7. Primary Language – Fill in the primary language used by the student.
8. Name of Parent/Guardian – Fill in the name(s) of the child's custodial parents.
9. Primary Language in the Home – Fill in the primary language spoken in the student's home by parents, grandparents, and other relatives.

INSTRUCTIONS: Procedural Safeguards

	<u>Month</u>	<u>Day</u>	<u>Year</u>
12. Prior Written Notice for Reevaluation	_____	_____	_____
13. Date Parent/Guardian Signed Consent for Reevaluation (If new data are needed)	_____	_____	_____

10. Prior Written Notice for Reevaluation – Fill in the month, day and year of *Prior Written Notice* being sent to parents for reevaluation.

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11. Date Parent/Guardian Signed Consent for Reevaluation – This is completed after the IEP team meets to conduct the team review of the reevaluation information. It is necessary only when the IEP team determines a *Comprehensive Evaluation* is needed before continuing eligibility determination can be made.

INSTRUCTIONS: Background Information – Medical and Sensory Information

- Questions 1:** Address medical issues. Indicate *yes* or *no* or *N/A* if there are no medical concerns, medications, or evaluations included in the review.
- Question 2:** Review previous findings from vision and hearing screenings and evaluations. Record the most recent results from school-based or medically based evaluations for vision and hearing, follow-up screenings at school, and whether the student wears visual or auditory aids.

INSTRUCTIONS: Background Information – IEP and Records Review

- Question 1:** Record the student's primary disability and secondary disability, if applicable, with dates of eligibility for each disability. Record any previous disabilities, dates for the disability determination, IEP dates, and if relevant *Written Reports* are in the student's file.
- Question 2:** Fill in the date of the last meeting held by the student's IEP team.
- Question 3:** List all Related Services received by the student.
- Question 4:** List the number of special education hours the student is presently receiving.
- Question 5:** Check all services currently being provided for the student. List all program modifications being made for the student (in both general education and special education classrooms).
- Question 6:** Review the student's cumulative records and determine whether the student's attendance is adequate or problematic (i.e., frequent absences or tardiness). Record the grades in which the student has been retained in school and the number of schools the student has attended since the previous evaluation.
- Question 7:** Record (check "yes" or "no") whether the student's behavior in school has been adequate or problematic. If behavior has been problematic:
- determine whether the current evaluation has adequately addressed the presenting behavioral issues (check "yes" or "no"),
 - whether the student needs further evaluation of behavior difficulties (check "yes" or "no"),
 - list the behavioral concerns addressed through the student's IEP and previous evaluations,
 - determine if the targeted behaviors are addressed in the student's IEP Goals/Objectives (check "yes" or "no") or through a separate Behavior Plan (check "yes" or "no"), and
 - describe specific interventions which have been used (past and present) to address the target behaviors.

Section III – Evaluation and Assessment Review

Overview: Section III provides documentation of previous evaluation and assessment results. It is designed to review assessment components that are required when evaluating students identified with different disabilities. Any evaluations previously administered to the student are to be recorded on the appropriate pages of Section III. Review sheets that are not appropriate for the student should not be included in the *Reevaluation Summary Report*. The appropriate assessment specialist completes the needed pages from Section III – Evaluation Review.

INSTRUCTIONS: Review of Previous Evaluations and Assessments

Complete all pertinent Section III pages from the following:

- Achievement Review
- Adaptive Behavior Review
- Fluency and Voice Review
- Hearing Impairment/Deafness Review

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- Intellectual/Cognitive Data Review
- Language and Articulation Review
- Preschool Review
- Orthopedic/Other Health Impairment Review
- Social/Emotional/Behavioral Data Review
- Visual Impairment Review

Section IV – Curriculum Based Assessment

Overview: Section IV provides documentation of the student's performance, including any accommodations provided, on statewide and district-wide assessments since the previous evaluation. Additional observations gathered during the reevaluation review process are indicated in Section IV and attached to the *Reevaluation Review Summary*. This information may be obtained by either a special education services provider or by an assessment specialist.

INSTRUCTIONS: Curriculum Based Assessment

- **Group Achievement Test Review** – Complete this section for the previous three years. Fill in the name of the test (i.e., TerraNova, Iowa Test of Basic Skills or Stanford Achievement Test) and the percentile scores obtained for each subtest and the composite score of that battery.
- **Alternate Assessment Test Review** – Complete this section for the previous three years. Fill in the name of the test (i.e., TCAP-Alt: Portfolio or TCAP-Alt: Academic Skills Assessment), the student's grade and date for the test, and the scores obtained for each entry (PA) or subtest (ASA) and the total score.
- **Competency/Gateway Test Results** – Complete this section for each attempt made by the student to pass these assessments. Fill in the date of the test, whether the student passed or failed, and the student's score.
- **TCAP Writing Assessment Results** – Indicate the student's grade level (4/5, 7/8, or 11) when taking the assessment, and fill in the student's score (1 – 6).
- **Group Assessment Accommodations** – List all accommodations used by the student during the assessments, whether they were documented on the IEP and used in the general education classroom, and if all required conditions were met for those accommodations.
- **Additional Information** – Indicate all observations provided and attach to Section IV.

Section V – IEP Team Reevaluation Decision

Overview: The IEP team completes Section V after all previous information has been gathered and documented on the *Reevaluation Summary Report*. After review of this information has been made, the IEP team determines whether there is sufficient information for continuing eligibility or additional information should be gathered before making this decision.

INSTRUCTIONS: IEP Team Reevaluation Decision

1. The IEP team responds to each question based on review of existing evaluation data, information provided by the parent(s), current classroom based assessments and observations (information reported in Sections I, II, III, and IV). A response of YES indicates the team has adequate information and does not require additional individual standardized testing to determine the student's continued eligibility. A response of NO indicates the need for additional evaluation to determine the student's continued eligibility.
 - Does the team agree that this student continues to demonstrate the characteristics of a student with an educational disability?
 - Does the team agree that the student continues to need special education and/or related services?
 - Does the team have sufficient information about this student's educational strengths and weaknesses and current levels of functioning to plan future programming?
 - Does the team agree that the previous disability continues to be accurate?
 - Does the team agree that the present or proposed educational program and related services are appropriate to meet the student's stated annual goals?

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- Does the team agree that the student's present level of performance is consistent with results from previous evaluation(s)?
 - Does the team agree that the student's current IEP goals are appropriate, comprehensive, and consistent with assessment findings?
2. The following grid is completed and indicates whether information is sufficient for continuing eligibility or a *Comprehensive Evaluation* is required.

<p style="text-align: center;">IEP TEAM DECISION</p> <p>The IEP Team has reviewed all available information and has determined that no additional information is needed. DISABILITY: _____ (Complete <i>Eligibility Report</i> form and attach <i>Reevaluation Summary Report</i>.)</p> <p style="text-align: center;">or</p> <p>The IEP Team has reviewed all available information and has determined that additional data are needed in order to determine continued eligibility and/or for program planning. (Complete the <i>Assessment Plan</i> and assessment procedures required for a <i>Comprehensive Evaluation</i>.)</p>

When a *Comprehensive Evaluation* is required, the *Assessment Plan* is completed. The *Assessment Plan* outlines the areas of assessment required, the signature of the person responsible for that component of assessment, and the position (i.e., special education teacher or school psychologist) of that person.

INSTRUCTIONS: IEP TEAM REEVALUATION DECISION

- **1st Box** – All IEP team members participating in the reevaluation review should sign and date (date of review) in the appropriate place.

NO FURTHER DATA REQUIRED

- **2nd Box** – When the IEP team agrees that no further assessment is required for the student's continuing eligibility, the parent checks, signs and dates each of the required components in this box. If the parent is not in attendance at the meeting, document attempts to obtain this information and place in the student's file when returned. An *Eligibility Report* is written and this date becomes the Eligibility Date for the next reevaluation.
- **3rd Box** – When the IEP team agrees that no further data is needed and the child's needs can be met in the general education curriculum without special education (is no longer eligible), the parent checks, signs and dates each of the required components in this box. An *Eligibility Report* is written to document the student is no longer eligible for special education.

NEED FOR ADDITIONAL ASSESSMENT

- **4th Box** – If the IEP team recommends that further assessment is required for the student's continuing eligibility, obtain (or document attempts to obtain) the parent's signature, date, and agreement to each of the required components listed below.
 - ☐ I agree with the IEP Team decision that additional assessments are needed.
 - ☐ I give permission for the identified assessment to be completed.
 - ☐ I have been informed of and received a copy of the *Rights of Children with Disabilities and Parent Responsibilities*.
 - ☐ I have received a copy of *Prior Written Notice*.
- After completing the *Comprehensive Reevaluation*, continue with procedures outlined in the **2nd Box** (see above). An *Eligibility Report* is written and this date becomes the Eligibility Date for the next reevaluation.